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we were content with simple lettering. This preparatory work will not have to be done over from term to term, for we shall discard only a few of the less effective posters, supply their places with better work, and use the majority of them a number of times.

Thirdly, programs by students and by outsiders of note included the following events: A school assembly addressed by Superintendent Maxwell on the subject of English speech; we considered this a most auspicious beginning for the week, as it lent dignity and official sanction to the endeavor. Our regular semiannual public-speaking program by the students was given twice during the week, and a debate between the boys' and the girls' debating societies also roused general interest. The interclass pronunciation match, conducted by the sentence method, devised by the head of our English department, Mr. Charles S. Hartwell, deserves more than passing mention. Two special addresses concluded the list of our programs—a talk on the importance of speech training to the teacher, by Miss Angela M. Keyes, of the Brooklyn Training School, and an address on "How to Judge a Play," given by Mr. William E. Bohn, of the Ethical Culture School, of New York City. All the outside speakers of the week were not merely recognized experts in the subjects they presented, but were also excellent speakers, exemplifying the best standards in present-day public speaking. This was of fundamental importance; it is not easy to overestimate the value of excellent models in forming the taste of our pupils.

We found Speech Improvement Week well worth while as a stimulus to increased interest and effort and we commend the idea to others, hoping that to them also it will prove of value.

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RUSKIN YET SPEAKING

If anyone wants pure joy, let him take his Ruskin to an eastern suburb of St. Louis and connect up the philosophy and the high-school children in that smoky yet idealistic place. I have had this pedagogical pleasure more than once in Granite City, and am understating it rather than exaggerating it, for alas! Ruskin hasn't ever taken so strong a hold of my classes elsewhere. One of the good features of such a study in an industrial town is that capital and labor will be represented in about the proportions that obtain in the real world. That is why we got some

good debate work out of our Ruskin; and why our ordinary discussions became so vivid, and were so often pursued through the schoolhouse, out along the street, and back and forth across a front gate; and why E. L., one of our conservative minority, once exclaimed: "As soon as I get done reading that Ruskin, I'm going to burn it up!" But this same boy, and practically all his classmates, did a voluntary piece of notebook work, which showed that after inoculation with Ruskin the hard-headed ones could take little imaginative flights, and the imaginative ones could do a little business arithmetic. These themes were on such subjects as: "What I would do with the triangle between G Street, Twenty-second Street, and Niedringhaus Avenue." The pieces of ground were not all in Granite; several were in the nearer section of St. Louis. There had been much discussion, by no means one-sided, about Ruskin's tirades against steam, machinery, coal-smoke, and the "deforming mechanism" which we saw all around us. Possibly that was why no one proposed to erect a factory, though the only conditions I had suggested were that the enterprise should be on the whole serviceable to the community, and should if possible pay its way. What the class had read about Ruskin's model tenements, and what they knew about housing in one particular section of the town, made several of them undertake to raze and rebuild blocks which an expert social worker might have hesitated to attack. One girl came bursting into my room with a shining morning face and an offhand independence of grammar which only showed her earnestness, and announced: "Oh, I've got my plan, and I can make it pay! I'm going to pull down all them little shacks in the (so-and-so) block. They ain't more than six years old, but they can't hardly sit up and say their prayers! I'll have bungalows! and build 'em right!" Another girl, also a first-generation American, made a vigorous program for a particularly saloon-ridden block in "Hungry Hollow." Her plan involved a clubhouse whose general features showed the influence of Walter Besant. Whether her clubhouse should be run on wet or dry principles perplexed the young philanthropist for several days, until she made up her own mind. These plans showed in the main that the writers had consulted older people who could give them definite figures about real-estate values, though their own youthful optimism was evident in some details. Recreation centers of different kinds loomed large, and when dreams come true Granite will be not only a prettier and safer but a much jollier place to live in and will have a splendidly equipped Y.M.C.A. "which pays all its expenses out of the membership fees." Several members of the class took St. Louis problems. The conservative E. L.

and his constant opponent walked until they were footsore before finding just the dreary rows of houses to demolish in favor of their model flats. They chose their neighborhood wisely and embodied in their plans several features which were original so far as they were concerned; such, for instance, as setting the houses in their rows alternately forward and backward on the lots, so that each should have windows on four sides even though the houses did partly overlap. Their houses, I fear, could not have been built over here for as little as they thought, nor would the Biddle Street tenants use them quite so carefully as the architects expected. But—enthusiasm is a pardonable trait in a student, and perhaps also in a teacher, of Ruskin.

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THE ALTERNATIVE ENGLISH III, SECOND SEMESTER

VOCATIONS, CITIZENSHIP, AND AMUSEMENTS: A COURSE FOR WEAK JUNIORS

The purpose of this course is to offer an opportunity to pupils for first-hand investigation and study of: (1) the leading American vocations, trades, and industries; (2) the study of Lincoln with a view to learning his ideals of citizenship; and (3) the examination of and inquiry into all American amusements and sports for the purpose of discriminating between good and bad recreations. A threefold benefit will obtain from this research: a survey of American manufactures will be eminently educational; intimate knowledge of the life and actions of one distinguished American will teach citizenship with its ideals of social welfare, unselfishness, and personal integrity; and critical estimates of amusements will have a moral value in equipping the pupil to determine his appropriate form of diversion later in life. That man's use of his idle hours frequently shapes and molds his career is the idea back of this plan of canvassing and exploiting the field of pastimes.

Before entering the investigation, another motive for writing and speaking can be given the class by reading searchingly Palmer's *Self-Cultivation in English*. Four cardinal principles for guidance in expression can be pressed home upon their minds during the reading of this monograph, and a sharp desire will seize the pupils to express themselves clearly, intelligibly, and vigorously. Three weeks are allowed for the reading of Palmer.